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ABSTRACT

The Black English tests for students attempt to provide a complete picture of a Black child's language proficiency, including the child's relative proficiency in the standard and vernaculary forms of speech. Three different tests, which can be taken separately, are included in this manual. The "Discrimination Test" measures the ability to distinguish Vernacular Black English from Standard Black English. This ability has been found to correlate significantly with reading achievement and is relevant to various standardized language and achievement tests. The "Repetition Tests" measures the ability to reproduce Vernacular Black English and Standard English. It is well suited to detect the relative knowledge of vernacular and standard language among Black children in grades 1 through 3. The "Production Test" elicits standard and vernacular responses with the help of spoken standard and vernacular cues and visual stimuli. Like the Repetition Test, it gives information about relative proficiency in vernacular and standard speech. The tests are appended along with the history of the development of the tests, the results of field testing, and titles of previous publications about the field tests. (NCR)

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Stanford Center for Research and Development in Teaching
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SCRDT BLACK ENGLISH TESTS FOR STUDENTS
with Teacher's Manual

Program on Teaching and Linguistic
Pluralism, SCRDT

BEST COPY AVAILABLE

August 1976

Contributors: Mary Rhodes Hoover, Dwight Brown,
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Introductory Statement

The mission of the Stanford Center for Research and Development in Teaching is to improve teaching in American schools. Current major operations include three research and development programs--Teaching Effectiveness, The Environment for Teaching, and Teaching and Linguistic Pluralism--and two programs combining research and technical assistance, the Stanford Urban/Rural Leadership Training Institute and the Hoover/Stanford Teacher Corps Project. The ERIC Clearinghouse on Information Resources is also a part of the Center. A program of exploratory and related studies provides for smaller studies not part of the major programs.

Preface

All people vary linguistic codes and speech varieties according to circumstances. Black people often use a wider range of speech varieties than Whites; thus Black children are often exposed to several very different speech varieties. They may learn a speech variety called Vernacular Black English, which is characterized by certain phonological and grammatical features, and they may also become acquainted with standard or "network" English--a speech variety exemplified by network television and radio broadcasters. The result is that Black children acquire varying degrees of proficiency in Vernacular Black English as well as in a Standard Black variety of English. At school, it is generally only their proficiency in Standard English that is tested. This one-sided testing can give the appearance that a child who masters the vernacular much better than the standard suffers from a general language deficiency.

The purpose of the SCRDT Black English Tests for Students is to provide a more complete picture of a Black child's language proficiency, including the child's relative proficiency in the standard and vernacular forms of speech. Three different tests, which can be taken separately, are included in this manual.

1. Discrimination Test. This test can be administered in groups to children in grades 2 through 6. It measures the ability to distinguish Vernacular Black English from Standard Black English--an ability that has been found to correlate significantly with reading achievement and that is relevant to various standardized language and achievement tests.

2. Repetition Test. This test, which must be administered individually, measures the ability to reproduce Vernacular Black English and Standard Black English. It is particularly well suited to detecting the relative knowledge of vernacular and standard among Black children in grades 1 through 3.

3. Production Test. In this test, also administered individually, standard and vernacular responses are elicited with the help of spoken standard and vernacular cues and visual stimuli. Like the Repetition Test, it gives information about relative proficiency in vernacular and standard speech. It is particularly well suited for grades 4 through 6.

All tests can be administered, with the help of their accompanying tape recordings, by regular classroom teachers, special teachers, or possibly paraprofessionals. The tests can be given in any order. The Repe-

tition Test and the Production Test will normally serve as alternatives and will not be administered to the same children. Answers to the Discrimination Test are recorded by the pupils on a multiple-choice answer sheet. Responses on the Repetition and Discrimination Tests must be scored by the examiner on an individual pupil scoring sheet. Since the tests involve only audio-oral abilities, they can be given regardless of the pupil's proficiency in reading. The Discrimination Test is the one most easily administered and takes approximately 30 minutes of class time. The Repetition Test and the Production Test each take approximately 30 minutes of individual test administration.

These tests are based on materials developed by the Program on Teaching and Linguistic Pluralism at the Stanford Center for Research and Development in Teaching between 1970 and 1976. Since the last field tests minor modifications have been made in the way a few items are presented, but not in the language features tested. The history of the development of the tests, the results of field testing, and titles of previous publications about the field tests may be found in the Appendix to this manual.

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Section 1. INTRODUCTION

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In recent years an increasing number of studies have focused on Black English--its origins and characteristics; justifications for its use and acceptance in society at large; and analyses of whether, and if so how, its use affects the acquisition of reading skills. Much of the time, Black English and Standard English are treated as if they were two mutually exclusive speech varieties. Yet both casual observation and formal research show that Black Americans vary in the kind of English they use depending on such conditions as age, sex, education, place of origin, and socioeconomic status. In addition, any given Black person--child or adult, urban or rural, formally educated or not--may use any number of speech varieties depending on still other factors such as topic, setting, audience, and goal. Given this variability, the term Black English is most appropriately used in the generic sense to include the many speech varieties used by Black Americans.

This manual, then, is concerned with two prevailing Black English speech varieties that should be thought of as ends of a continuum rather than discrete entities. One we shall call Vernacular Black English, and the other, Standard Black English.

Why Study Black English?

Most tests designed for use in education are based on White middle-class standards and values that consistently lead to negative evaluations of many Black students. This kind of testing bias has far-reaching and long-lasting effects for the Black student. Tests for language arts proficiency are a case in point. Many Black children come to school speaking Vernacular Black English, the dominant speech

variety of their community. Tests based on non-Black speech varieties, which exclude the logic and linguistic validity of Vernacular Black English, inevitably rate such children as linguistically deprived and academically substandard, even though they have appropriately mastered the language they have been exposed to. For example, tests have shown that many Black children indicate possession by the form John book. Some educators have accordingly concluded that Black children do not control the concept of possession. Other tests indicate that when some Black children are asked to repeat Standard English sentences, they translate them into Vernacular Black English (e.g., "The two girls lost their coat" becomes "The two girl lose they coat"). This response has led some to label the linguistic ability of Black children deficient and inferior.

In reality, Vernacular Black English responses result from a legitimate, logical speech variety through which one can express all the concepts found in other languages (Labov, 1972). Educators concerned with the Black child will greatly benefit from the study of Black English, since such a study will help them recognize the legitimacy of this speech variety. In this way they will be better prepared to develop an academic environment for the Black child that will foster mutual acceptance and respect.

The Origins of Black English

There are several theories on the origin of Black English. One is based on the observation that the grammatical, lexical, and phonological patterns of Black English speech varieties closely approximate

those of many West African languages. For example, both convey meaning through tone and have uninflected verb endings and subject noun/pronoun redundancy. Africanization theorists believe that the slaves brought to America processed the English language through their African linguistic patterns, thereby creating Vernacular or Africanized Black English (Dalby, 1971, 1972; Taylor, 1969; Turner, 1949).

A second theory is that present-day Black English displays certain features of early British provincial speech. Such features as no inflection for certain third-person singular verbs, the use of "done" preceding a regular verb, and the unconjugated (durative) "be" were common in various parts of the British Isles. Since many of the overseers, foremen, and other workers who had close contact with the slaves were of Scottish or Irish origin and very probably had such features in their speech, some scholars have concluded that early British provincial speech was a primary force in the development of Vernacular Black English (McDavid, 1967; Traugott, 1972; Williamson, 1971).

Both theories are probably correct: Black English very likely derives from African linguistic patterns with some influence from English and other European languages. Here in the United States it has further developed over time and experience into several forms. What we have termed Vernacular Black English has retained more of the African linguistic patterns. Standard Black English contains fewer African features but has certain other distinctive markers.

Grammatical and Phonological Description of Varieties of Black English

Black English can be recognized by distinctive grammatical and phonological features. We shall describe some of the features of Vernacular and Standard Black English so that teachers may more readily identify them as they attempt to assess proficiency skills in both of these language varieties. Vocabulary, tone, intonation, speech events (Mitchell-Kernan, 1971), and other more subtle markers such as conversation and narration rules, nonverbal communication (e.g. kinesics [Taylor, 1974]), and in-group out-group decisions of appropriateness would have to be included in a broader description of Black English.

Vernacular Black English

Some of the most salient grammatical and phonological features of Vernacular Black English (VBE) (Bartley & Politzer, 1972; Wolfram, Williams, & Taylor, 1975) are listed below. These features are regularly used by VBE speakers, but some of them are also shared by speakers of other dialects of English. (See Wolfram, Williams, and Taylor [1975] for comparisons of Black English with Southern English; Bartley and Politzer [1972] for comparisons with the speech of Mexican-Americans.) These features are cross-referenced to items on the Discrimination, Repetition (Series A) and Production (Series A) tests described in Section 2 of this manual. (Series A is the VBE version of the tests.)

1. Surface deletion of copula: Henry running/ We tired/ She a doctor. Discrimination items 10, 28; Repetition 1, 7; Production 1, 3, 4, 5, 9.

In VBE, the conjugated form of the verb "to be" ("am," "are," "is") may be deleted when it is followed by an -ing verb in forming the progressive tense or by a predicate adjective, adverb, or noun in present tense constructions.

2. Invariant "be": We be playing ball/ They be hitting us. Discrimination 26; Repetition 9; Production 5.

VBE has an invariant use of "be" which does not vary with the subject and which expresses such aspects as habitual action, prolonged action, or a continual state of affairs.

3. Use of "got" alone to indicate possession: I got a ball/ I got two sisters. Repetition 15; Production 2, 6.

In VBE "got" alone is often used to indicate possession.

4. Uninflected third-person singular verb: He play baseball/ She see them. Discrimination 24; Production 4.

In VBE the third-person singular present tense verb form is frequently not inflected.

5. Phonological identity of regular past and present tense forms: He walk home yesterday/ We laugh all during Sunday school last week. Discrimination 17; Repetition 2; Production 14.

In VBE ed is often not used in forming the past tense. Hence the present tense and the past tense often take the same form and tense is determined by context and/or by the use of adverbs of time.

6. Use of "Ah mo" to indicate future tense: Ah mo get you/ Ah mo start school tomorrow.
Discrimination 9.

In references to the future, VBE changes the Standard English/Standard Black English (SE/SBE) form "I'm going to" to "ah mo" by replacing the SE/SBE long "i" with the "ah" sound and by substituting "mo" for "going to."

7. Existential "it": It's a man at the door/ It wasn't a bear in sight/ It wasn't anyone there.
Discrimination 3; Production 2, 6.

In VBE presence is frequently indicated by the use of "it('s)" where SE/SBE uses "there is" or "there are."

8. Multiple negation: Don't nobody know this/ They didn't give us none/ Don't nobody want no red pencils.
Discrimination 18; Repetition 14; Production 3.

In VBE double and multiple negatives are frequently used to express or emphasize negation.

9. Possession indicated by position only: Willie coat/ The man hat/ John book.
Discrimination 27; Repetition 4.

VBE may delete the SE/SBE possessive "s" and indicate possession by position only (possessor before item possessed).

10. Possessive form variation: They put on they new coats/ The workers got they money.
Discrimination 19; Repetition 13; Production 11.

In VBE the vocalization or deletion of medial (middle) or final "r" creates the third-person plural possessive form "they" where SE/SBE otherwise uses "their."

11. Use of modifier alone to indicate pluralization: Five cent/ three apple/ these book.
Discrimination 7; Production 7.

When there are other words in the sentence indicating pluralization, VBE may not use the "s" marker employed in SE/SBE constructions.

12. Hypercorrection of plural nouns: Lots of peoples/ two mices/ some sheeps.
Discrimination 6; Production 13.

In SE/SBE usage some nouns change form in order to indicate pluralization (e.g., man/men; child/children; goose/

geese). In VBE these words may be hypercorrected by adding "s" to the plural SE/SBE form.

13. Subject noun/pronoun redundancy: My brother he ate my apple/ My mother she told him not to come.
Repetition 3; Production 15.

In VBE a subject noun is frequently followed by a corresponding subject pronoun.

14. Redundant comparative: Things will get more better/ I'm more taller than my brother.
Discrimination 20; Production 12.

In VBE comparative adjectives may be formed by placing the word "more" before either a positive ("rich") or a comparative form ("richer") of the adjective.

15. Mass noun/count noun variation: Two police/ less ideas.
Production 8.

In SE/SBE usage nouns are classified as either count or mass nouns. Count nouns may be preceded by cardinal numbers, indefinite articles, and other modifiers such as many, few, several (a book, an apple, two pencils, many ideas, etc.). Mass nouns frequently are not modified at all, or are preceded by the definite article or such modifiers as little, much, less (the water, much information, less information, etc.). In VBE mass nouns sometimes function as count nouns and count nouns as mass nouns.

16. Use of "got to" to indicate obligation: I got to work/ She got to pay the bill.
Repetition 11.

In VBE the use of "got to" parallels the SE/SBE use of "have to," "ought to," "must to" to indicate obligation.

17. Direct question word order used in indirect questions: Ask John can he come out/ He asked me did I go.
Repetition 5.

In VBE the direct question word order functions parallel to the SE/SBE in direct question word order; the question is introduced by an auxiliary verb ("can," "could," "did," etc.) rather than a conjunction ("if," "whether," etc.).

18. Analogical extension of regularization: He called hisself a teacher/ I told John to open the door hisself.
Repetition 6.

VBE adjusts the SE/SBE reflexive pronoun "himself" to the pattern of other SE/SBE reflexive pronouns such as "myself," "herself," "yourself," which are based on the possessive. "Himself" thus becomes "hisself."

19. Surface deletion of "do" support: Why you want to know?/ Why he hit you?
Repetition 8.

In VBE the conjugated form of the verb "to do" ("do," "does," "did") may be omitted when it serves as an auxiliary.

20. Double modal: I might could finish by tomorrow/ You might could go.
Repetition 10.

In VBE double modals may be used if the occurrence of an event is either speculative or doubtful.

21. Use of past participle to express past tense: I seen two men behind the house/ She drunk my pop?/ May sung two songs.
Discrimination 11; Production 10.

In VBE usage the past participles of some irregular verbs may be used to indicate past tense.

Standard Black English

Standard Black English (SBE), though generally considered to be "educated" Black speech, is spoken by persons with both low and high levels of formal education (Taylor, 1971). In general, SBE is distinguished by its similarity to Standard English grammar and its simultaneous use of varying degrees of phonological, intonational (Vaughn-Cooke, 1972), and lexical (vocabulary; Dalby, 1972) features of VBE. The following table illustrates the linguistic relationship of so-called Standard English (SE)[1] and Standard Black English to Vernacular Black English (Hoover & Lewis, in press):

	Phonology	Grammar	Vocabulary	Tone, intonation
VBE	+	+	+	+
SBE	~	~	~	~
SE	-	-	-	-

Key

\+ Contains vernacular features

\- Contains very few vernacular features

~ Contains vernacular features in varying degrees according to the situation

[1] Fasold (1972) defines Standard English as "that form of American English which is accepted informally as standard [not . . . rejected as either substandard or superstandard] by those members of our society who are in a position to enforce their judgements on others. . . . i.e. school teachers and employers."

Students who control both varieties (VBE and SBE) may be referred to as "bidialectal." Some authors object to this term because it implies that the student's language is inferior and must be supported by the acquisition of a White "standard" (Sledd, 1971); our use of this term simply means that students can understand and/or produce both varieties of their own speech--SBE and VBE (also see Bailey [1970] for a similar definition).

General Description and Purposes of the Tests[2]

Discrimination Test

The Discrimination Test is designed to assess the student's ability to distinguish between specific grammatical features of Vernacular Black English and Standard Black English. It contains 30 sentences, 15 in Vernacular Black English and 15 in Standard Black English. The test is recorded on tape and the student responds by marking his answer sheet. It is appropriate for grades 2 through 6.

Repetition Test

The Repetition Test is designed to assess the student's ability to repeat sentences containing specific grammatical features in Vernacular Black English and Standard Black English. The sentences to be repeated are based on two parallel tape-recorded stories (one in Vernacular Black English, the other in Standard Black English), each of which contains 15 features which the student must repeat. The test is based

[2]See the Appendix for a summary of the development of the tests and for the reliability of the tests.

on the finding by several researchers (e.g., Baratz, 1969) that in repetition tasks children who are dominant speakers of the Vernacular tend to turn Standard into Vernacular, whereas those who are dominant in Standard tend to turn Vernacular into Standard. The test is appropriate for grades 2 through 6.

Production Test

The Production Test is designed to assess the student's ability to produce statements in Vernacular Black English and Standard Black English. It consists of two parallel sets of verbal stimuli and a set of pictures (used twice) designed to induce the student to produce a specific grammatical feature in Vernacular Black English or Standard Black English.

The verbal stimuli for both the VBE and the SBE versions of the test are recorded on tape, and the pictorial stimuli are a set of 15 black-and-white drawings. The student is shown each drawing in numerical sequence, simultaneously listening to the accompanying verbal cue. The student then responds verbally, and his response is recorded on his answer sheet by the test administrator. The Production Test is appropriate for grades 2 through 6.

Uses of the Tests

The tests serve as indicators of language competence by assessing the student's ability to distinguish between VBE and SBE speech varieties; the student's ability to verbally produce, from cues, specific grammatical features in either speech variety; and the student's relative proficiency in producing the two varieties.

The tests reveal the student's "true" ability by demonstrating that he or she is competent in some variety of English, and that he or she can successfully produce the speech variety appropriate to his or her social background more successfully than another speech variety (an expected normal behavioral tendency in any group).

The tests systematically acquaint the teacher with some grammatical and phonological features of VBE, thereby helping teachers to distinguish between children who speak VBE and those who have speech problems. Acquainting teachers with VBE also serves to satisfy a community expectation. In a recent survey (Hoover, 1975) it was found that Black parents' sociolinguistic rules allow the use of VBE in the home and community contexts, but not in school in a formal context or by non-Blacks under any condition. Parents do, however, want teachers to know the characteristics of VBE so that VBE grammar is not labelled "broken" or "incorrect."[3]

The tests can also assist teachers in making educational decisions concerning teaching language arts. Students who are dominant in VBE or who make low scores on the Discrimination Test, for example, should be given SBE oral practice drills, using VBE as a contrast. Such contrastive drills have been found to be effective with Black students, particularly those who have positive attitudes toward Black English (Politzer, Hoover & Brown, 1974). The ability to discriminate

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[3]Lack of preference for VBE in formal school contexts does of course not imply that parents do not approve of the study of VBE or its background or of the inclusion in the curriculum of aspects of Black culture such as folk tales, proverbs, and poetry, to which VBE is obviously linked.

between speech varieties, a skill which the drills help to develop in students, has been found to correlate positively with reading achievement (Politzer & Hoover, 1972).

Oral drills in SBE for VBE-dominant students also appear to positively affect reading ability where used in conjunction with reading programs which incorporate discrimination elements. For example, personnel at Woodland School in Kansas City, Missouri, where bidialectal children have been at grade level for ten years, use oral drill in SBE without stigmatizing VBE, combining the instruction with an early emphasis on teaching reading through a phonic/linguistic method which focuses on discrimination between English spelling patterns, e.g., "mat" and "mate" (Thomas, 1976; Weber, 1970).

Finally, the exposure to Black language and culture provided by giving the tests and studying the history and characteristics of Black English has been found to increase teachers' knowledge of and improve their attitudes toward non-mainstream dialects. Knowledge of Black language and culture and positive attitudes about them have been shown to be a valuable aid in the effective teaching of reading to Black children (Piestrup, 1973).

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Section 2. SCRDT BLACK ENGLISH TESTS FOR STUDENTS

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DISCRIMINATION TEST

I. Description

This test contains 30 taped items. Some are in Vernacular Black English and some are in Standard Black English. Students are asked to listen to each item and then to classify it as either Playground Talk (Vernacular Black English) or School Program Talk (Standard Black English). The purpose of the Discrimination Test is to determine whether students do discriminate between these two kinds of speech.

II. Materials Needed

You will need the following materials in order to administer the Discrimination Test:

1. A tape recorder (reel to reel).
2. Discrimination Test tape.
3. A transcription of this test.
4. One answer sheet per student.
5. One pencil per student.
6. An answer key for scoring purposes.

III. Setting

This test is designed so that it can be administered to large or small groups. Because it is a listening exercise, it should be administered in a setting that is free of noise or other distractions.

IV. Procedure

1. Before administering the test, read over the transcription and familiarize yourself with the concepts of School

Program Talk (Standard Black English) and Playground Talk (Vernacular Black English).

2. Select an appropriate setting, set up the recorder, and mount the tape.
3. Seat the students, pass out the answer sheets, and have the students fill out the necessary information (name, date, etc.). Then ask the students to listen to the tape.
4. Have the students listen to the taped discussion of School Program Talk and Playground Talk, which says the following:

"All people have at least two ways of talking. When we talk to our friends on the playground, we talk one way. When we speak on the stage up front on a school program or when we give a class report, we speak another way. We shall call the way we talk while playing with our friends on the school playground Playground Talk. We shall call the way we talk while giving a speech on the auditorium stage School Program Talk.

"Listen to an example of these two kinds of talk. First you will hear an example of Playground Talk:

"Didn't nobody drink that milk! You always be making things up!"

Now, listen to the same thing in School Program Talk:

"Nobody drank that milk. You like to make things up!"

Here is another example of Playground Talk:

"John and Henry, they got fifty cent, ain't they?"

And here is an example of School Program Talk:

"John and Henry have fifty cents, don't they?"

5. Continue to discuss these concepts with the students until you are sure they understand them. Get examples from the

students and give examples yourself. Make sure the students understand clearly that both kinds of speech are perfectly acceptable and useful. When the students are ready to take the test, have them listen to the instructions on the tape:

"Some sentences will be played for you on this tape. Decide whether each sentence that you hear is spoken in School Program Talk or in Playground Talk. On your answer sheet, you will see a number for each sentence and the letters "S" and "P." If you think that the sentence you hear is best described as School Program Talk, draw a circle around the letter "S." If you think that the sentence you hear is best described as Playground Talk, draw a circle around the letter "P." Each sentence will be repeated two times. Ready?"

6. Start the tape and let it play until the first sentence has been said two times. After the second saying of the sentence, turn off the tape and give the students time to make their decisions and mark their answer sheets. When they are ready to continue, turn the tape back on and repeat the process. Continue in this manner until the tape ends, after sentence number 30. The speaker will say, "End of Discrimination Test" when the tape is finished.

V. Scoring

Score the students' answer sheets by comparing them against the Discrimination Test Answer Key. Mark each correct student response with the number 1; mark each incorrect student response with the number 0. Total the number of correct responses (the maximum is 30),

and place this score in the space provided on the upper left-hand side of the answer sheet.

IV. Transcription of Discrimination Test

1. Isn't there anyone who knows how to drive it?
2. The children are wearing their new gloves and hats today.
3. Go in the kitchen and see if it's any food left.
4. Two polices were running down the street.
5. Neither Jack nor Henry is calling you. You are hearing things.
6. How many womens and mens work in there?
7. Gerald found 25 cent in the street and he spent 15 cent right away.
8. Willie's coat is blue and Linda's coat is blue and white.
9. Ah mo go buy some groceries, and then ah mo leave 'em on the table.
10. Jack and Henry calling you and they walking over here too.
11. I seen the two men who brung the T.V.
12. Whenever the O'Jays go on stage, they do a lot of different dance steps.
13. Sharon is a pretty girl and she's nice too.
14. He found 15 cents and he spent 10 cents on candy.
15. I'm going to buy some groceries, and I'll leave them on the table.
16. There isn't anyone outside.
17. Yesterday, Henry walk and talk all day long.
18. Don't nobody know how to drive this car.
19. The children are wearing they new gloves and they new hats.
20. Who is more taller and more bigger? John or Henry?
21. I saw the two men who brought the T.V.
22. How many women and men work in that cafe?
23. Yesterday Henry walked and talked all the day long.
24. John like to watch T.V. but he do his work too.
25. Somebody called the police.

26. When the O'Jays go up on stage, they be doing a whole lot of dancing.
27. Willie coat is blue and Linda coat is blue and white.
28. Sharon pretty. She a nice girl.
29. John is taller than his brother.
30. Mary likes to sing, and she dances well too.

VII. Discrimination Test Answer Sheet

Score: _____

Student's name: _____ Grade: ___ Sex: M___ F___ Age:___
(last) (first)

Teacher's name: _____ School: _____
(last) (first)

Place of birth: _____ Ethnic Identity: _____

School Program Talk (S) or Playground Talk (P)

1.	S	P	16.	S	P
2.	S	P	17.	S	P
3.	S	P	18.	S	P
4.	S	P	19.	S	P
5.	S	P	20.	S	P
6.	S	P	21.	S	P
7.	S	P	22.	S	P
8.	S	P	23.	S	P
9.	S	P	24.	S	P
10.	S	P	25.	S	P
11.	S	P	26.	S	P
12.	S	P	27.	S	P
13.	S	P	28.	S	P
14.	S	P	29.	S	P
15.	S	P	30.	S	P

VIII. Discrimination Test Answer Key

Compare this Answer Key against the Student's Answer Sheet.

School Program Talk (S) or Playground Talk (P)

1. (S) P	16. (S) P
2. (S) P	17. S (P)
3. S (P)	18. S (P)
4. S (P)	19. S (P)
5. (S) P	20. S (P)
6. S (P)	21. (S) P
7. S (P)	22. (S) P
8. (S) P	23. (S) P
9. S (P)	24. S (P)
10. S (P)	25. (S) P
11. S (P)	26. S (P)
12. (S) P	27. S (P)
13. (S) P	28. S (P)
14. (S) P	29. (S) P
15. (S) P	30. (S) P

REPETITION TEST

I. Description

This test consists of two parts containing 15 items each: Series A (Vernacular Black English) and Series B (Standard Black English). Each series is based on a Black folk tale containing specific grammatical constructions in either Standard Black or Vernacular Black English which the student is asked to repeat verbally. There is a separate answer sheet for each series which the test administrator uses to score the student's responses during the test.

II. Materials Needed

You will need the following materials in order to administer the Repetition Test:

1. A tape recorder (reel to reel).
2. Repetition Test tape.
3. Transcriptions of Series A and Series B of this test.
4. Two answer sheets per student--one for Series A and one for Series B.
5. A pencil for the test administrator.
6. Balance Profile Information Sheet (see Section 3) for scoring purposes.

III. Setting

This test is designed to be administered individually. Because it is a listening exercise, it should be administered in a setting that is free of noise or other distractions.

IV. Procedure

1. Before administering the test, read over the transcription and listen to the tape so that you are familiar with the two versions of the test and with the phrases that students will be asked to repeat. (Actually, the students repeat whole sentences, or as much as they remember, but only certain phrases are scored.)
2. Select an appropriate setting, set up the tape recorder, and mount the tape, beginning with Series A.
3. Seat the student and fill out the answer sheet with the necessary information (name, date, etc.). Make sure that the answer sheet is marked "Series A" so that it will match the tape.
4. Start the tape and let it play the following instructions:

   "We're going to listen to a lady tell a story on this tape recorder. Each time she tells part of the story, I'm going to stop the recorder and ask you to say what you heard her say. Let's practice saying what we hear the lady say:

   "Practice Sentence No. 1: I see a big brown house."
5. Turn the tape off and wait for the student to repeat the sentence. If the student doesn't respond or has difficulty, repeat the practice sentence to make sure that he or she understands the point of the exercise.
6. Praise the student for repeating the sentence.

7. Turn on the tape and begin the test. Turn off the tape after each underlined phrase is uttered. Be sure to have a Series A answer sheet at hand and to score the student's responses as the test proceeds (see V below).
8. Allow an interval of at least one school day and then administer Series B, following the same procedure as that for Series A.

V. Scoring

1. Place a check mark on the Answer Sheet in the space marked "Correct" or "Incorrect" according to whether the student gives an acceptable response. Since this is not a memory test, an acceptable response does not necessarily have to match the underlined phrase verbatim, but it must be grammatically and/or syntactically comparable. The underlined phrases are included on the Answer Sheet along with descriptions of the constructions they exemplify to serve as guides in scoring. If the student is unable to repeat more than the underlined phrase or its equivalent, the response is still acceptable. For example, a Vernacular Black English test sentence might read, "Couldn't none of the other folks do that." The acceptable responses would be any that incorporate a double negative construction, such as "Couldn't none," "Couldn't any," "Nobody else can't," "Nobody else couldn't," and so on. Similarly, if the test sentence read, "The other people wasn't able to

do that," any response combining a singular verb form with the mass noun "people" would be scored correct: "people is," "people was," "people isn't," and so on. But "people weren't" would be scored incorrect.

2. When the testing is over, total the number of correct responses for each series (the maximum is 15) and place that score in the space on the upper left-hand side of the answer sheet. Now determine the student's balance profile (see Section 3) and enter it in the space on the upper right-hand side of the sheet.

VI. Transcription of Repetition Test Series A (Vernacular Black English)

This[1] a story[1] 'bout a man name High John. He was[2] call[2] a hero 'cause he was[3] so smart. High John he[3] was a preacher and a doctor. One day High John Master[4] told him he want him to fight. He want to see could[5] High John beat a man name Elroy. High John say to hisself[6], "I don't want to fight Elroy. Master crazy[7] if he think I'm gon fight Elroy. Why he[8] always be wanting[9] to see somebody fight? If I use my head, I might could[10] keep from fighting. I got to[11] go to the barn and ask my friends to help me."

On the day of the fight, people was[12] there from everywhere. They all got in they seat[13] and was waiting for the fight. High John wasn't sad no more[14] 'cause he knew what was gon happen. He said, "I got a plan[15] and my friends gon make it work." High John master ring the bell real loud three times for the fight to start, but when High John got up to fight, horses and cows was coming from everywhere. High John master screamed, "Go get my horses! The bell must have scared them!" When High John and Elroy finish rounding up the horses and cows, it was too late to fight.

Series B (Standard Black English)

This is a story about a man named John Henry. John Henry was called a hero because he was so brave. John Henry was a railroad worker and a strong man. One day John Henry's master told him he had to race a machine. He wanted to see if John Henry could beat the machine. John Henry said to himself, "I don't want to race with a machine. Master is foolish, or he wouldn't tell me to do that. Why does he always want to use us to put on a show? If I practice hard, I could probably beat the machine. I have to start practicing now if I am going to win."

On the day of the race, people were there from everywhere. They all got in their seats and were waiting for the race. John Henry said, "Nobody thinks I'm going to win, but I am. I have a good hammer and I am a strong man." John Henry's master rang the bell for the race to begin. John Henry began hammering and so did the machine. John Henry started getting tired, but he said, "I must win!" The machine was hammering faster and faster, but suddenly John Henry didn't hear the machine. He looked back and the only thing he could see was smoke. The machine had stopped!

VII. Repetition Test Answer Sheets

Series A (Vernacular Black English)

Score_____ Balance Score _____

Student's Name: _____ Grade: ____ Age: _____ Sex: M___ F___
(last) (first)

Teacher's Name: _____ School: _____ Birthplace: _____
(last) (first)

Today's Date: _____ Ethnic Identity: _____

1. ___ Correct This a story (surface deletion of copula)
   ___ Incorrect
2. ___ Correct Was call (phonological identity of regular past and present tense forms)
   ___ Incorrect
3. ___ Correct High John he (subject noun/pronoun redundancy)
   ___ Incorrect
4. ___ Correct High John master (possession indicated by position only)
   ___ Incorrect
5. ___ Correct see could (direct question method)
   ___ Incorrect
6. ___ Correct hisself (analogical extension of regularization)
   ___ Incorrect
7. ___ Correct Master crazy (surface deletion of copula)
   ___ Incorrect
8. ___ Correct Why he (surface deletion of "do" support)
   ___ Incorrect
9. ___ Correct be wanting (invariant "be")
   ___ Incorrect

VII. Repetition Test Answer Sheets

Series A (Vernacular Black English)

Score_____ Balance Score _____

Student's Name: _____ Grade: ____ Age: _____ Sex: M___ F___
(last) (first)

Teacher's Name: _____ School: _____ Birthplace: _____
(last) (first)

Today's Date: _____ Ethnic Identity: _____

1. ___ Correct This a story (surface deletion of copula)
___ Incorrect

2. ___ Correct Was call (phonological identity of regular past and present tense forms)
___ Incorrect

3. ___ Correct High John he (subject noun/pronoun redundancy)
___ Incorrect

4. ___ Correct High John master (possession indicated by position only)
___ Incorrect

5. ___ Correct see could (direct question method)
___ Incorrect

6. ___ Correct hisself (analogical extension of regularization)
___ Incorrect

7. ___ Correct Master crazy (surface deletion of copula)
___ Incorrect

8. ___ Correct Why he (surface deletion of "do" support)
___ Incorrect

9. ___ Correct be wanting (invariant "be")
___ Incorrect

10. ___ Correct <u>might could</u> (double modal)
___ Incorrect

11. ___ Correct <u>I got to</u> (use of "got to" to indicate obligation)
___ Incorrect

12. ___ Correct <u>people was</u> (use of verb variation with mass noun)
___ Incorrect

13. ___ Correct <u>they seat</u> (possessive form variation)
___ Incorrect

14. ___ Correct <u>wasn't sad no more</u> (multiple negation)
___ Incorrect

15. ___ Correct <u>I got a plan</u> (use of "got" alone to indicate possession)
___ Incorrect

Series B (Standard Black English)

Score _____ Balance Score _____

Student's name: _____ Grade: ____ Age: ____ Sex: M___ F___
(last) (first)

Teacher's name: _____ School: _____ Birthplace _____
(last) (first)

Today's date: _____ Ethnic Identity: _____

1. ___ Correct This is a story (use of copula)
___ Incorrect

2. ___ Correct was called (marked past tense)
___ Incorrect

3. ___ Correct John Henry was (single subject identifier)
___ Incorrect

4. ___ Correct John Henry's master (marked possessive)
___ Incorrect

5. ___ Correct see if (indirect question method)
___ Incorrect

6. ___ Correct himself (use of reflexive pronoun)
___ Incorrect

7. ___ Correct Master is foolish (use of copula)
___ Incorrect

8. ___ Correct why does he (use of do support)
___ Incorrect

9. ___ Correct always want (use of adverb to express habitual aspect)
___ Incorrect

10. ___ Correct <u>could probably</u> (single modal)
    ___ Incorrect

11. ___ Correct <u>I have to</u> (use of "have to" to indicate obligation)
    ___ Incorrect

12. ___ Correct <u>people were</u> (use of verb conformity with mass noun)
    ___ Incorrect

13. ___ Correct <u>their seats</u> (use of possessive pronoun)
    ___ Incorrect

14. ___ Correct <u>nobody thinks</u> (use of single negative)
    ___ Incorrect

15. ___ Correct <u>have a good hammer</u> ("have" as possessive marker)
    ___ Incorrect

PRODUCTION TEST

I. Description

This test consists of two parts containing 15 items each: Series A (Vernacular Black English) and Series B (Standard Black English. The same set of 15 pictures, one per test item, accompanies both series. There is a separate answer sheet for each series.

II. Materials Needed

You will need the following materials in order to administer the Production Test:

1. A tape recorder (reel to reel).
2. Production Test tape.
3. Transcriptions of Series A and Series B of the test.
4. Set of 15 pictures.
5. Two answer sheets per student--one for Series A and one for Series B.
6. A pencil for the test administrator.
7. Balance profile information (see Section 3) for interpreting test scores.

III. Setting

This test is designed to be administered individually. Because it is partially a listening exercise, it should be administered in a setting that is free of noise or other distractions.

IV. Procedure

1. Before administering the test, read over the transcription and listen to the tape so that you are familiar with the two versions of the test.
2. Select an appropriate setting, set up the tape recorder, and mount the tape, beginning with Series A.
   Place the pictures and the Answer Sheet for Series A face down on the table.
3. Seat the student and fill out the Answer Sheet with the necessary information (name, date, etc.)
4. Tell the student, "I am going to be writing on this sheet [meaning the Answer Sheet] which I have, but I want you to listen to the tape and follow the directions that you hear. If you want to hear any part of the tape again, tell me and I'll play it again for you."
5. Start the tape. After the general introduction, you will hear a voice say, "Ready, begin." Stop the tape and show the student the first picture. While the student is looking at the picture, start the tape again. The voice on the tape will make some comments about the picture and will then ask some questions. Ask the student to respond and record his answer on the appropriate Answer Sheet.
6. When comments and questions about a picture are completed, you will hear a sharp click. This will mean that you should stop the tape to allow the student to respond and

to give you time to mark the answer sheet. When you and the student are ready, turn the tape recorder back on and continue the process until you have finished all 15 items of Series A.

7. Allow an interval of at least one school day and then administer Series B, following the same procedure as that for Series A.
8. When students have completed both series, score the answer sheets and determine the balance profile using the procedures described below.

V. Scoring

1. Place a check mark on the answer sheet beside each correct student response. Key responses for each of the 15 test items are included on the answer sheets to serve as a guide. These responses follow the speech variety (Vernacular Black English for Series A and Standard Black English for Series B) heard on the tape. Student responses do not have to match the key responses verbatim in order to be correct, but they must be in the same speech variety or language pattern. For example, in item 4, Series A, the key responses are "He play baseball" and "He trying to hit the ball," both of which are examples of Vernacular Black English speech. In addition to these responses, a statement such as "He run to the base" would be correct, since it follows the pattern of the key responses.

2. Total the number of correct responses for each series (the maximum is 15) and place that score in the space on the upper left-hand side of the answer sheet. Now determine the student's balance profile (see Section 3) and enter it in the space on the upper right-hand side of the sheet.

VI. Transcription of Production Test

Series A (Vernacular Black English)

"All of us have at least two ways of talking. On the playground, we talk one way. When we talk on the stage, or when we give a class report, we talk another way. Let me give you examples of these two kinds of talk. First, listen to an example of Playground Talk:

> Yesterday John study his lesson. Today he outside with Larry playing basketball. Larry use to could beat John, but John growed a lot this year. Who you think gon win today?

Now listen to the same thing in School Program Talk:

> Yesterday John studied his lesson. Today he is outside with Larry playing basketball. Larry used to be able to beat John, but John has grown a lot this year. Who do you think will win today?

You will be shown some pictures and you will hear a voice on this tape ask some questions about these pictures. Try to answer these questions in Playground Talk, the way you might talk if you were outside playing with your friends on the school playground."

Introduction

"I'm going to show you some pictures. Some are about people and some are about animals and other things. After I show you a picture, I will ask you a question about it. Just look at the pictures, listen to the tape recorder, and tell what is going on in the picture in Playground Talk. The teacher will write down your answers and then you will be asked about the next picture."

1. Here the first picture. It some peoples and a animal in it. The picture show them doing something. What the boy doing? / What the girl doing? / What the dog doing?

2. Now in this picture, we see two bugs the same size but they ain't the same all over. What the difference between the two bugs?

3. Most boys and girls like to play with toys. But sometime it ain't enough toys to go around and somebody be feeling bad. What the boy got to play with? / What the big girl got to play with? / What the little girl got to play with?

4. You can see a man like this one a lot on TV in the summertime when it ain't no school, and also when you go to a real live game. He call a baseball player. What do a baseball player do?

5. Everybody play at a park down the street from where I live. This here picture show you what the big boys do every day after school. They always got a ball. Can you tell me what the big boys be doing every day?

6. This picture make me think of the park, too, 'cause sometime the boys take the girl rope and play a game. But look what happen today. How come the girls winnin' the game?

7. Here go some pennies in some boxes. How many cent in the first box? / How many cent in the second box?

8. It was a big accident today. The wreck was so bad it took all a these people to direct traffic. Who are they? / How many do you see?

9. I got a friend useta come to school so late he would miss readin'. So I told him to go to bed early so he would be on time. But look what happen. He can't even get in school! How come?

10. Mama don't like for nobody to leave no food on they plate and no milk in they glass. Last night Little Brother finish everything 'cept for a big glass a milk. Mama told him to drink the milk so he could go play. So what do you think Little Brother did with the glass a milk?

11. These two brothers almost ready to leave for school 'cept for one thing. What they doing now?

12. Now we got three ropes the girls be jumping with. The ropes look the same. But somethin' about one of 'em is different. What different?

13. Here go some people outside. One boy bouncing a ball and two boys playing catch. Who else you see?

14. Little kids always doing something. They don't always know no better and sometimes they get hurt. Why the little boy in the picture crying?

15. Everybody outside working. What the Daddy doing? / What the Mama doing? / What the little girl doing?

Series B (Standard Black English)

"All of us have at least two ways of talking. On the playground, we talk one way. When we talk on the stage, or when we give a class report, we talk another way. Let me give you examples of these two kinds of talk. First, listen to an example of Playground Talk:

> Yesterday John study his lesson. Today he outside with Larry playing basketball. Larry use to could beat John, but John growed a lot this year. Who you think gon win today?

Now listen to the same thing in School Program Talk:

> Yesterday John studied his lesson. Today he is outside with Larry playing basketball. Larry used to be able to beat John, but John has grown a lot this year. Who do you think will win today?

You will be shown some pictures and you will hear a voice on this tape ask some questions about these pictures. Try to answer these questions in School Program Talk, the way you might talk if you were giving a report or making a speech."

Introduction

"I'm going to show you some pictures. Some are about people and some are about animals and other things. After I show you a picture, I will ask you a question about it. Just look at the pictures, listen to the tape recorder, and tell what is going on in the picture in School Program Talk. The teacher will write down your answers and then you will be asked about the next picture."

1. Here is the first picture. There are some people and an animal in it. The picture shows them doing something. What is the boy doing? / What is the girl doing? / What is the dog doing?

2. Now in this picture we have two bugs which are the same size but they are not completely the same. What is the difference between the two bugs?

3. Most boys and girls like to play with toys. But sometimes there are not enough toys to go around and somebody feels bad. What does the boy have to play with? / What does the big girl have to play with? / What does the little girl have to play with?

4. You can see a man like this one quite often on television in the summertime and also when you go to a real live game. He is called a baseball player. What does a baseball player do?

5. Everyone plays at a park down the street from where I live. This picture shows you what the big boys do every day after school. They always have a ball. Can you tell me what the big boys do every day after school?

6. This picture makes me think of the park, too, because sometimes the boys and girls play a game. Look at the picture. Why did the girls win the game?

7. Here are some pennies in some boxes. How many cents are in the first box? / How many cents are in the second box?

8. There was a big accident today. The accident was so bad, all these men had to direct traffic. Who are they? How many do you see?

9. I have a friend who used to come to school so late that he would miss reading. So I told him to go to bed early so he would be on time. But look what happened. He can't even get in school. Why?

10. Mother doesn't like any of the children to leave food on their plates or milk in their glasses. Yesterday, Little Brother finished everything except a big glass of milk. Mother told him to drink the milk and then he could go play. What do you think Little Brother did with the glass of milk?

11. These two brothers are just about ready to leave for school except for one thing. What are they doing now?

12. Now you see three ropes that the girls use to jump with. The ropes look the same. But there <u>is</u> something about one of them that's different. What's the difference?

13. Here are some people playing. I saw one boy bouncing a ball and two boys playing catch. Who else do you see?

14. Little kids are always doing something. They don't always know any better and sometimes they get hurt. Why is the little boy in the picture crying?

15. Everybody is outside working. What is the Daddy doing?/ What is the Mother doing? / What is the little girl doing?

VII. Pictorial Stimuli

The same pictures are used for Series A and Series B.

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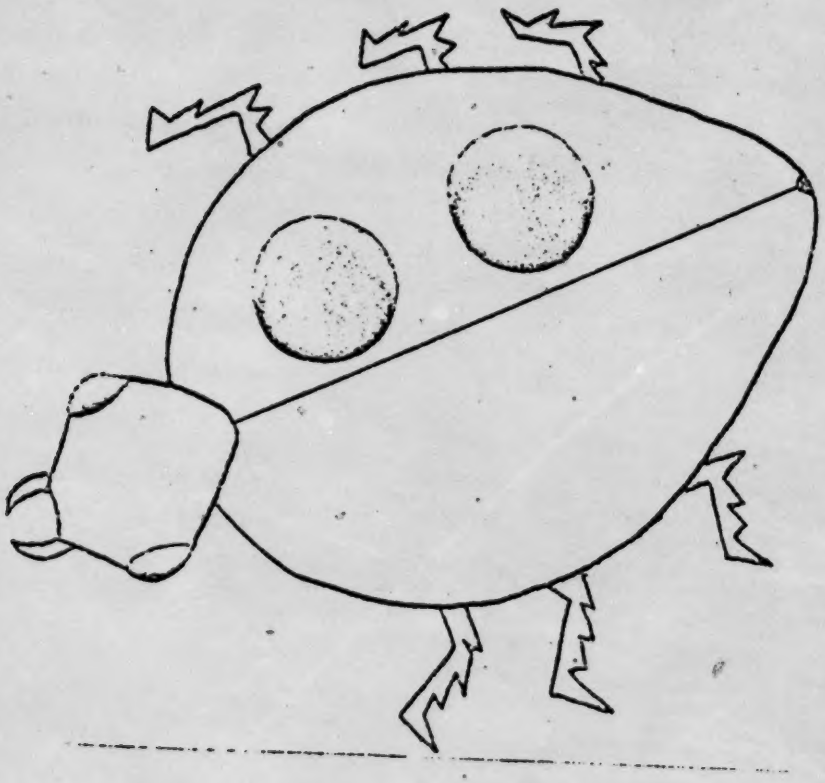

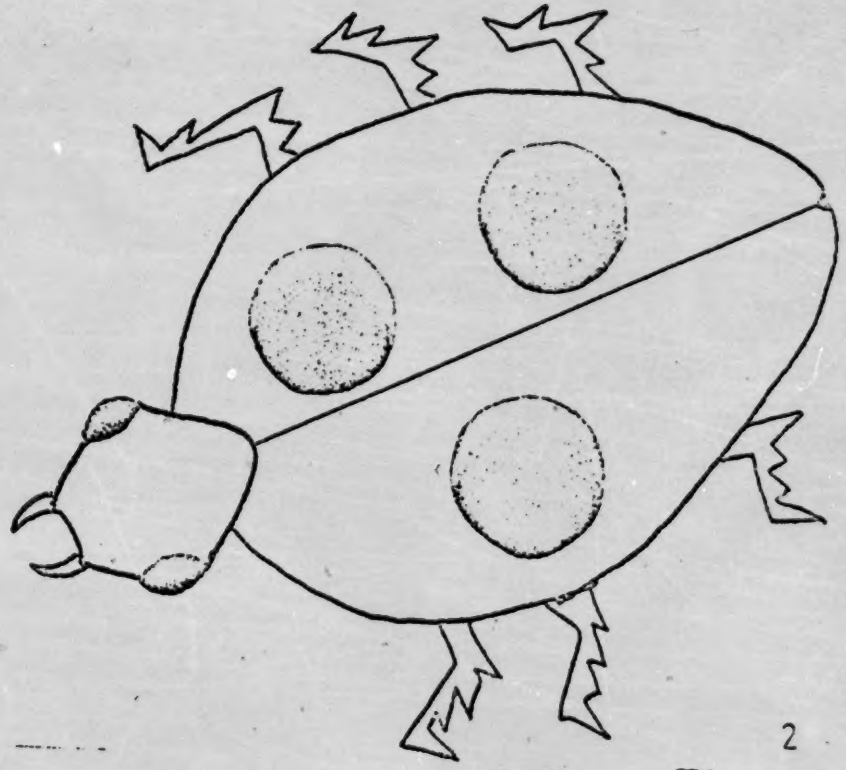

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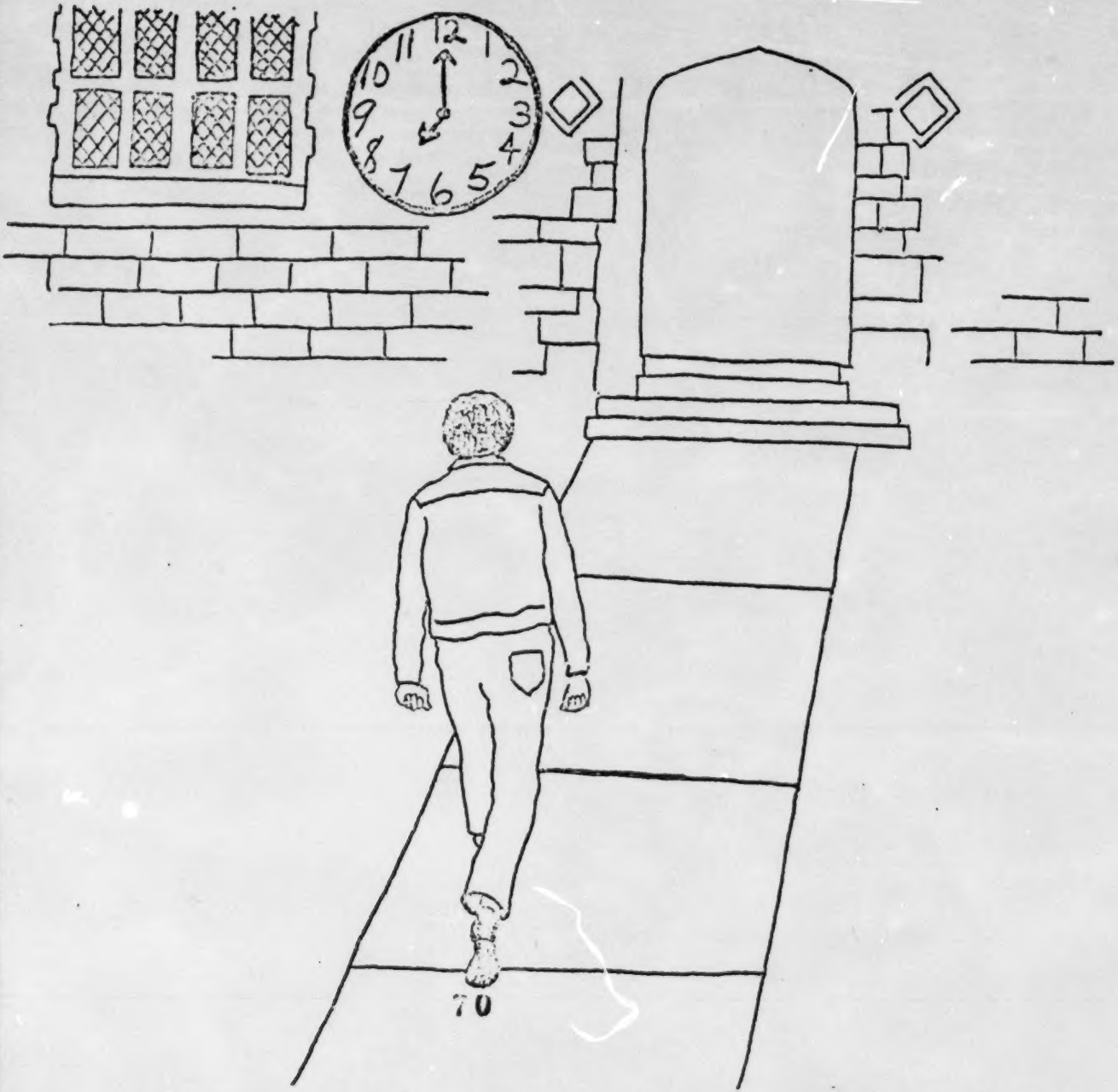
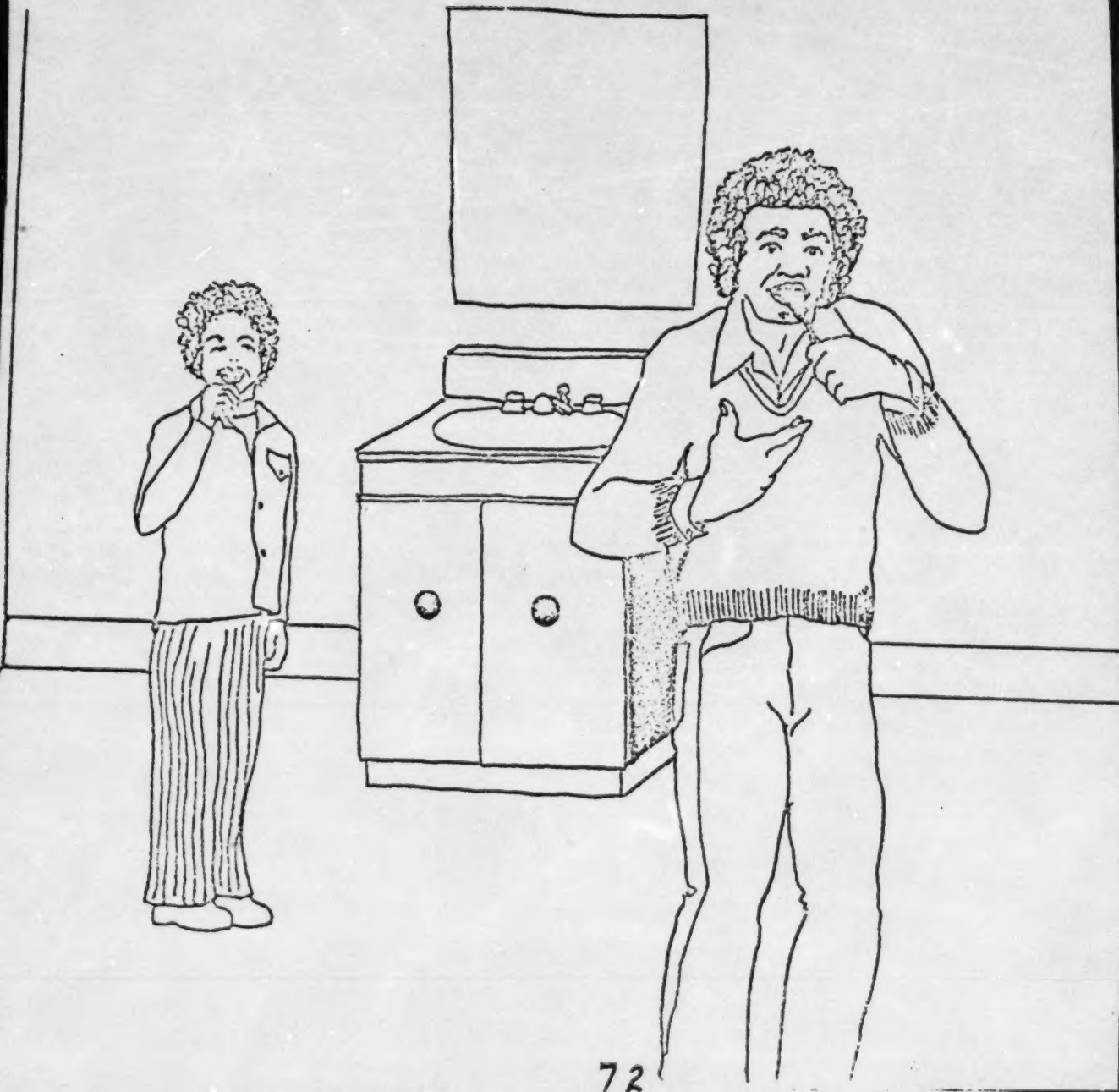
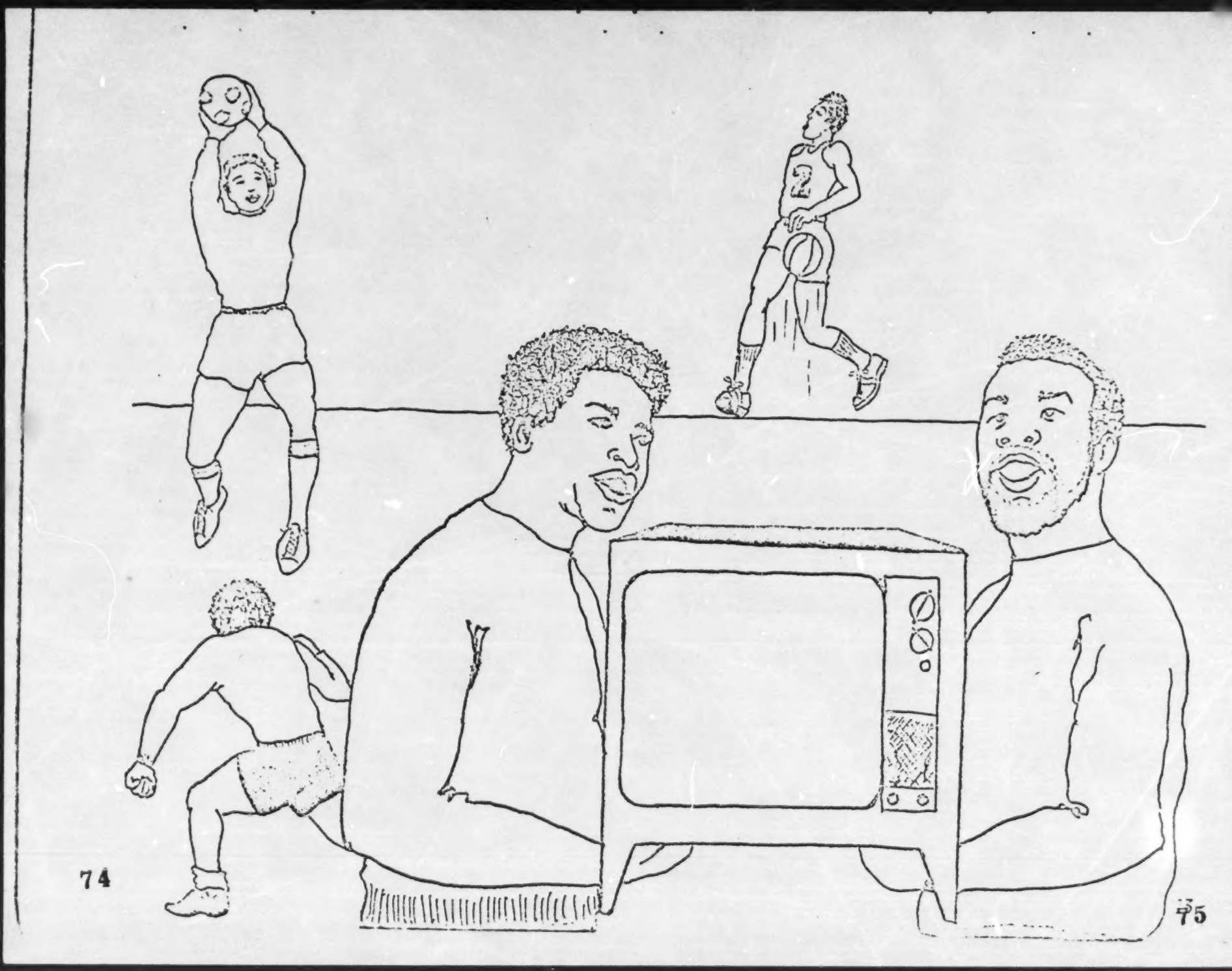
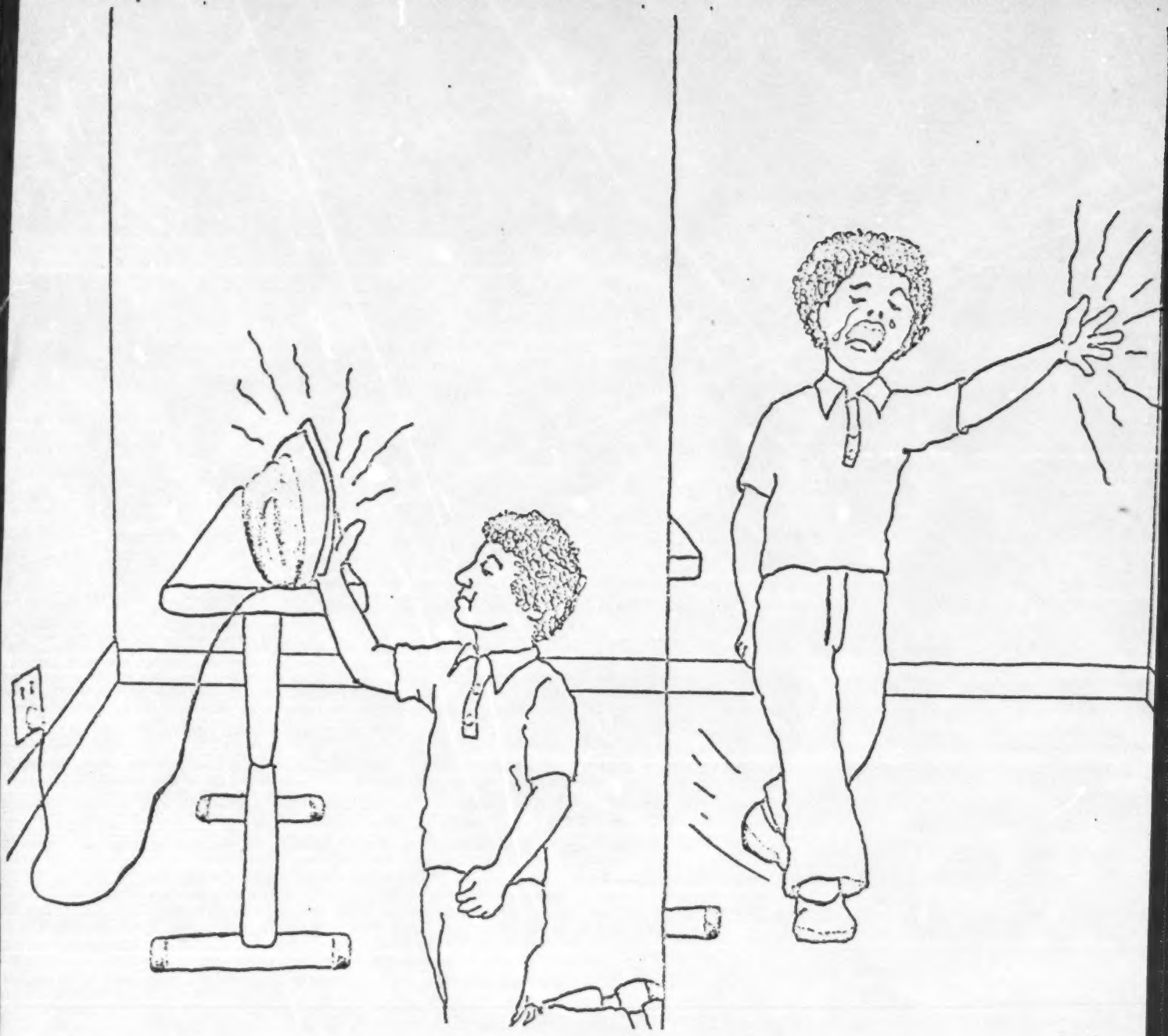

70







VIII. Production Test Answer Sheets

Series A (Vernacular Black English)

Score _____ Balance Score _____

Student's Name: _____ Grade: _____ Sex: F ___ M ___ Age: _____
(last) (first)

Teacher's Name: _____ Place of Birth: _____
(last) (first)

Ethnic Identity: _____ Today's Date: _____ SBE Speaking Student ___ VBE Speaking Student ___

1. KEY RESPONSE: He running./ She jumping./ He digging. (surface deletion of copula)

   STUDENT RESPONSE: _____

   _____

2. KEY RESPONSES: (i) This one got two spots and that one three. (use of "got" alone to indicate possession)

   (ii) It('s) two spots on this one and it('s) three on that one. (existential "it")

   STUDENT RESPONSE: _____

   _____

3. KEY RESPONSES: (i) The boy got a ball, the big girl got a doll, and the little girl ain't got nothing. (multiple negation)

   (ii) The boy playing with a ball, the big girl playing with a doll, and the little girl crying. (surface deletion of copula)

   STUDENT RESPONSE: _____

   _____

4. KEY RESPONSES: (i) He play baseball. (uninflected third-person singular verb)

(ii) He trying to hit the ball. (surface deletion of copula)

STUDENT RESPONSE: _____

_____

5. KEY RESPONSES: (i) They be playing basketball. (invariant "be")

(ii) They playing ball. (surface deletion of copula)

STUDENT RESPONSE: _____

_____

6. KEY RESPONSES: (i) It more girls than boys. (existential "it")

(ii) They got more people. (use of "got" alone to indicate possession)

STUDENT RESPONSE: _____

_____

7. KEY RESPONSE: Five cent / seven cent. (use of modifier alone to indicate pluralization)

STUDENT RESPONSE: _____

_____

8. KEY RESPONSE: Three police. (mass noun/count noun variation)

STUDENT RESPONSE: _____

_____

9. KEY RESPONSE: He too early. (surface deletion of copula)

STUDENT RESPONSE: _____

_____

10. KEY RESPONSE: He drunk it. (use of past participle to express past tense)

STUDENT RESPONSE: _____

_____

11. KEY RESPONSE: They brushing they teeth. (possessive form variation)

STUDENT RESPONSE: _____

_____

12. KEY RESPONSE: It more longer (more long) than the others. (redundant comparative)

STUDENT RESPONSE: _____

_____

13. KEY RESPONSE: Two mens carrying a TV. (hypercorrection of plural nouns)

STUDENT RESPONSE: _____

_____

14. KEY RESPONSE: He burn his hand. (phonological identity of regular past and present tense forms)

STUDENT RESPONSE: _____

_____

15. KEY RESPONSE: The Daddy he washing the car. / The Mama she carrying groceries. The little girl she swinging. (subject noun/pronoun redundancy)

STUDENT RESPONSE: _____

_____

Series B (Standard Black English)

Score _____ Balance Score _____

Student's Name: _____ Grade: _____ Sex: F___ M___ Age: ___
(last) (first)

Teacher's Name: _____ Place of Birth: _____
(last) (first)

Ethnic Identity: _____ Today's date: _____ SBE Speaking Studen
VBE Speaking Studen

1. KEY RESPONSE: He is running. / She is jumping. / He is digging.

STUDENT RESPONSE: _____

_____

2. KEY RESPONSES: (i) This one has two spots and that one has three.

(ii) There are two spots on this one and three on the other.

STUDENT RESPONSE: _____

_____

3. KEY RESPONSES: (i) The boy has a ball, the big girl has a doll, and the little girl has nothing.

(ii) The boy is playing with a truck, the big girl is playing with a stove, and the little girl is crying.

STUDENT RESPONSE: _____

_____

4. KEY RESPONSES: (i) He plays baseball.

(ii) He's trying to hit the ball.

STUDENT RESPONSE: _____

_____

5. KEY RESPONSES: (i) They play basketball.

(ii) They are playing ball.

STUDENT RESPONSE: _____

_____

6. KEY RESPONSES: (i) There are more girls than boys.

(ii) They have more people.

STUDENT RESPONSE: _____

_____

7. KEY RESPONSE: Five cents / Seven cents.

STUDENT RESPONSE: _____

_____

8. KEY RESPONSE: Three policemen.

STUDENT RESPONSE: _____

_____

9. KEY RESPONSE: He's too early.

STUDENT RESPONSE: _____

_____

10. KEY RESPONSE: He drank it.

STUDENT RESPONSE: _____

_____

11. KEY RESPONSE: They are brushing their teeth.

STUDENT RESPONSE: _____

_____

12. KEY RESPONSE: One is longer than the others.

STUDENT RESPONSE: _____

_____

13. KEY RESPONSE: Two men carrying a TV.

STUDENT RESPONSE: _____

_____

14. KEY RESPONSE: He burned his hand.

STUDENT RESPONSE: _____

_____

15. KEY RESPONSE: The Daddy is washing the car. / The Mama is carrying groceries. / The little girl is swinging.

STUDENT RESPONSE: _____

_____

Section 3. THE BALANCE PROFILE

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Preparing a Balance Profile

By comparing a student's Vernacular Black English (Series A) and Standard Black English (Series B) scores on the Repetition and Production Tests, the teacher can learn whether the student is equally proficient in both patterns, i.e., balanced. To obtain this profile, convert the student's actual test scores for each series according to the following scale:

Repetition	Production	Scale
13-15	13-15	I
9-12	9-12	II
5-8	5-8	III
0-4	0-4	IV

Thus a student who obtained a score of 13 on the Vernacular Black English Production Test and a score of 4 on the Standard Black English Production Test would be classified as I/IV, highly dominant in Vernacular Black English. A very few students may receive the classification IV/IV. Such a score would reflect not poor language proficiency but a lack of test consciousness, a communication mismatch between the test administrator and the student, or lack of familiarity with the test format or instructions.[4]

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[4] A. V. Cicourel, et al., Language Use and School Performance (New York: Academic Press, 1974), Chapters 4 - 7.

Interpreting the Balance Profile

The bidialectal proficiency of the Black student may be thought of as existing in two directions, as on a linear scale whose midpoint is zero. On either side of the midpoint the student has a certain level of proficiency in either Vernacular Black English or Standard Black English. The student's bidialectal or total proficiency may be described as balanced if there are equal levels of proficiency in Vernacular Black English and Standard Black English or imbalanced if there are unequal levels of proficiency.

The balance profile can contribute to reaching one of the major goals in the development of the Black English Tests, namely that of providing teachers with a clearer assessment of the bidialectal proficiency of Black children.

APPENDIX

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A Summary of the Development of the SCRDT Black English Tests for Students

Test	Report	Place Administered	No. of Students*	Reliability (Cronbach α)	Main Findings
Discrim. (1):	The Development of Awareness of the Black Standard/Nonstandard Dialect Contrast among Primary School Children: A Pilot Study. February 1972. [SCRDT Memo No. 83.]	Ravenswood City School District: Belle Haven School Brentwood School	38 Black 71 White	.73 .88	1. Girls achieved better than boys. 2. Black children achieved better than White. 3. Positive correlation between test scores and reading scores for the Black children.
Discrim. (2):	Developmental Aspects of Pupil Performance on Bidialectal Tests. May 1975. [SCRDT Memo No. 137.]	Ravenswood City School District: Brentwood School	Grade 11 K-1 40 3-6	-0.49 .81	1. Test was unsuccessful with grades K-1. 2. Scores improved in the upper grades.
Discrim. (3):	A Black English Bidialectal Test Battery. June 1974.	Dayton, Ohio, Public Schools	25 K-2 25 4-6	.69 .78	1. Positive correlation between test scores and reading scores at grade 4.

* Where not otherwise indicated, all the students were Black.
** VBE = Vernacular Black English
SBE = Standard Black English

Test	Report	Place Administered	No. of Students	Reliability (Cronbach α)	Main Findings
Discrim. (4):	Teachers' and Pupils' Attitudes toward Black English Speech Varieties and Black Pupils' Achievement. June 1976. [SCRDT Memo No. 145.]	Ravenswood City School District Harlem Public Schools	372	.77	1. Test scores improved with grade level. 2. Teachers who discriminate between SBE and VBE** increase their students' awareness of the difference. 3. Differential attitudes toward SBE and VBE correlate with performance on Discrimination Test.
Repetition (1):	A Test of Proficiency in Black Standard and Nonstandard Speech. February 1973. [SCRDT Memo No. 101.]	Ravenswood City School District: Brentwood School	35	VBE .49 SBE .43	1. Proficiency in SBE correlates positively with reading ability; lack of proficiency in SBE correlates negatively with reading ability.
Repetition (2):	Developmental Aspects of Pupil Performance on Bidialectal Tests. May 1975. [SCRDT Memo No. 137.]	Ravenswood City School District: Brentwood School	40	VBE .40 SBE .75	(See under Discrimination Test and Production Test for findings in Memo No. 137.)
Repetition (3):	A Black English Bidialectal Test Battery. June 1974.	Dayton, Ohio, Public Schools	25 25	VBE .60 SBE .87	1. Positive correlation between reading scores and SBE repetition at grade 2.

Test	Report	Place Administered	No. of Students	Reliability (Cronbach α)	Main Findings
Production (1):	A Production Test in Black Standard and Nonstandard Speech. November 1973. [SCRDT Memo No. 114.]	Ravenswood City School District: Brentwood School	48 48	VBE .25 SBE .70	1. Proficiency in SBE correlates positively with reading ability; lack of proficiency in SBE correlates negatively with reading ability.
Production (2):	Developmental Aspects of Pupil Performance on Bidialectal Tests. May 1975. [SCRDT Memo No. 137.]	Ravenswood City School District: Brentwood School	45 45	VBE .48 SBE .69	1. SBE scores improve in the upper elementary grades; VBE scores decline. 2. Dominance in VBE correlates negatively with reading scores; for grade 6 performance in SBE correlates positively with reading scores.
Production (3):	A Black English Bidialectal Test Battery. June 1974.	Dayton, Ohio, Public Schools	20 15	VBE .84 SBE .77	1. Negative correlation between VBE production and reading scores at grade 4.
Production (4):	Teachers' and Pupils' Attitudes toward Black English Speech Varieties and Black Pupils' Achievement. June 1976. [SCRDT Memo No. 145.]	Ravenswood City School District Harlem Public Schools	82 82	VBE .75 SBE .79	1. Students' attitudinal preference for SBE over VBE correlates positively with performance in SBE.

Note: While there is evidence of significant positive correlations of performance in SBE with reading scores (see above Repetition 1, 2, Production 1, 2), performance in VBE does not have any "concurrent validity" in the sense of showing positive correlations with other language arts tests used currently in the schools. In other words, proficiency in VBE constitutes an ability which has generally not been included in the school curriculum and which can thus not be shown to have concurrent validity.